



TWO RIVERS  
HIGH SCHOOL



# Behaviour Policy

## Cherry Trees School

Review date: Summer 2021

Next Review: Summer 2022

## **Introduction**

This policy has been developed to reflect the requirements of Section 89(1) a-e of the Education and Inspections Act 2006 and also Section 110 and 111 of the School Standards Framework Act 1998. It also sets out the legal duties under Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN). This policy is reviewed every year in accordance to the most recent guidance from the Department of Education (January 2016).

## **Aims**

At Cherry Trees School we aim to:

- Ensure the safety and wellbeing of all pupils and, as far as is possible, protect them from harm, including self-injury.
- Give all pupils the best opportunity of being accepted into the community and into society by teaching them what is acceptable and what unacceptable behaviour is promoting British Values.
- Provide the best opportunity for learning by reducing barriers created by unacceptable behaviour.
- Encourage our pupils to take care of the physical environment and have respect for their own and others' belongings.

## **Our Approach**

In order to help our pupils develop into well-adjusted and responsible members of society we need to take a *consistent* approach to behaviour in which we:

- Set appropriate boundaries/targets.
- Use a wide range of strategies to encourage and positively recognise acceptable behaviour.
- Provide meaningful and personalised consequences to discourage unacceptable behaviour.

By taking such an approach our pupils will learn to predict the outcomes of their behaviour and therefore be in a better position to make good choices regarding how they behave.

## **School Code of Conduct**

At Cherry Trees School the whole community should all try to show:

**We are kind**  
**We respect**  
**We work together**

See Appendix 1 for more details. Also attached as Appendix 2 is our School Rules.

In addition to the general school ethos, teachers will set individualised rules and routines which apply in their classrooms as appropriate.

## **Responding to Behaviours**

Positive and appropriate behaviours should be acknowledged and reinforced appropriately. Negative and inappropriate behaviours should also be acknowledged, and it is vital that these are recorded. The daily diary, SIMS, PROACT-SCIPr-UK® recording books, incident recording book and telephone conversations with parents/carers are vital in sharing information to ensure appropriate level of monitoring and evaluating the behaviour.

We believe that every pupil is unique. We have developed Personal Behaviour Support Plans that are created for students who have presented challenging behaviours. These plans set out strategies to prevent, deal with and discuss negative incidents. See Appendix 3 and 4.

### **Positive reinforcement**

- Verbal praise.
- Celebrating good work, good behaviour & achievement in assemblies.
- Going to see the Executive Headteacher / SLT.
- Executive Headteacher Awards.
- Dojo Point System.
- Positive home communication, textual or verbal.
- Curriculum Awards.
- Superstar Learner.

### **Consequences for inappropriate behaviours**

- Verbal reprimand.
- Withdrawal from activity/group.
- Time-out / Countdown.
- Detention (Morning or lunch – however pupils must be allowed to eat lunch) / completing work missed.
- Communication with home.
- A Behaviour Monitoring Diary.
- Fixed term exclusion.

(The consequence must be appropriate to the behaviour and also appropriate to the pupils' level of understanding).

At Cherry Trees School our aim is to promote independence and becoming citizens who respect British Values. We believe that a differentiated approach to positive reinforcements and consequences for inappropriate behaviour will enable our pupils to progress to adulthood.

<b>Rewards</b>	<b>Sanctions</b>
Trips out. Golden Time. Special Privileges – helpers in class, extra play or computer time during breaks. Dojo points and Executive Headteachers Award. Reward Boxes and Tokens – prizes to take home. Certificates/stickers. Superstar Learners.	Removal of privileges or playtime. Time Out – supervised. Fixed Term Exclusion. Teaching calming strategies to enable behaviour change. Payback of lost time.

### **Critical incidents**

Staff at Cherry Trees School have a duty of care to ensure that all members of our school community are safe.

The PROACT SCIPr-UK® (**Positive Range of Options to avoid Crisis and use Therapy Strategies for Crisis Intervention and Prevention revised for UK**) approach, in which all staff members are trained, is used to manage violent and / or extreme behaviours.

Where a pupil requires support from a physical intervention either as part of a Behaviour Intervention Programme or in response to a situation which puts themselves, others, or property at risk only PROACT SCIPr-UK® techniques or adapted techniques based on the principles of PROACT SCIPr-UK® will be used. Please refer to the Physical Intervention Policy.

Staff have the right to search pupils and their belongings and confiscate items which could harm. In these circumstances' parents will always be informed

At Cherry Trees School any bringing of mobile phones into school needs to be at prior parental arrangement with the Head of School. These will be kept safely in the office throughout the school day.

Staff take responsibility for pupils' safety during the school day and within the school boundary, however staff do have the power to discipline beyond the school gate. If an incident occurs that is reported to the school the relevant parents/carers will be notified.

Action will be taken against pupils who have been found to have made malicious accusations against school staff, and measures will be put in place to prevent any further incidents.

### **Pupil Support**

All pupils have the opportunity to discuss concerns about their behaviour or the behaviour of others to the School Council, which allows the pupil voice to be heard, or their form tutors/class teachers. Teaching Assistants and our School Counsellor can also support pupils.

Pupils who exhibit challenging behaviours will have an Individual Behaviour Support Plan which is designed to support the pupil and decrease the severity and frequency of incidents.

Pupils who require extra support for their behaviour are able to access, if appropriate:

- Swimming.
- Music Therapy.
- One to one support (Reintegration into school, support during unstructured times and structured times).
- Nurture Groups.
- Emotional Coaching.
- Referrals to Multi Agency support (CAMHS, Independent Futures, Learning Support Team (LST), Midlands Psychology, Individual support from an Educational Psychologist).
- Forest School.
- Lego Therapy.
- Art Therapy.

### **Staff Support**

Staff attend an initial two-day workshop for PROACT SCIPr-UK® training as soon as possible after appointment, all members of staff attend a refresher course once a year. Staff also have the opportunity to attend training events in school and out of school as appropriate and have the support of the link person in school.

Pupil IBSPs are written with support from the Behaviour Coordinator. At school it is the staff team working with the child i.e Teaching Assistants etc, parents are then invited to discuss the plan. Regular monitoring takes place. This process is designed to help not only the pupil, but also the staff, parents and any Multi-agencies involved.

It is accepted in school that a pupil with challenging behaviour is not just the responsibility of an individual teacher but is the responsibility of all staff. It is acknowledged that each staff member will feel differently about dealing with a pupil with challenging behaviour. It is up to each staff member to make their feelings known and seek advice from the Senior Leadership Team (SLT) / Behaviour Coordinator.

It is also acknowledged that in dealing with a difficult situation staff will feel differently and will have different ways of coping. All staff will have the opportunity to de-brief after an incident.

### **Working with Parents/Carers**

Parental co-operation is vital in fostering the good behaviour of pupils. For this reason, tutors and class teachers are encouraged to maintain regular contact with parents. The school has a link for parents via a messaging app – Class Dojo. However, if parents feel that their needs have not been resolved then a complaints procedure is in place, in order for a positive outcome for all parties involved.

Parents are always informed by a member of the SLT if a pupil has been physically supported, or a critical incident has occurred without physical intervention. A meeting will be offered in order to discuss appropriate behaviour and behaviour plans, as well as support for parents if necessary.

At Cherry Trees School it is the role of the named Behaviour Teacher to develop closer links with parents and also liaise with other agencies where appropriate.

The Behaviour Co-ordinator at Cherry Trees School is Gemma Hill.



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## Code of Conduct for Pupils

### Cherry Trees School

Review date: Summer 2021

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At Cherry Trees School:

**We are kind**  
**We respect**  
**We work together**

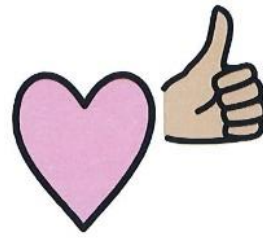
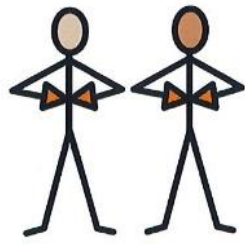
**This means that we expect pupils:**

1. To be polite - to teachers, support staff, other children and visitors – and to respect the authority of the adult in charge.
2. To listen to adults and each other in lessons and in assemblies and to consider each other's feelings.
3. To walk around the school quietly and calmly.
4. To take a positive role in all classroom activities and to try as hard as they can.
5. To wait their turn to talk to members of staff and to each other.
6. To value each other's work.
7. To work and play co-operatively with each other.
8. To tell the truth, to take responsibility for their own behaviour and not to make excuses ("they told me to").
9. To accept a solution or consequence if they have done something wrong – not to argue or to get angry with the person sorting it out.
10. To be able to say/indicate sorry when they have misbehaved or hurt someone and to understand that this word signals a change in behaviour and mood.
11. To care for the school and its equipment and to report any damage or graffiti they see.
12. To feel responsible for giving a good impression of themselves and the school both within and outside the school.

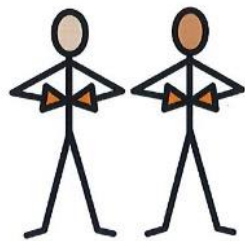
**In return pupils can expect staff:**

1. To listen to them and to hear their point of view.
2. To be polite and to address them in a reasonable tone of voice.
3. To value all aspects of their achievements.
4. To be as fair and consistent as possible when they have misbehaved.
5. To ensure their environment is safe.
6. To talk with them about things that go wrong; we want children to understand why some things are wrong and why we have rules.
7. To create a positive environment in the classroom and playground.
8. To be in charge and maintain order so that everyone may benefit from a positive environment.
9. To supervise the playground and corridors well.
10. To trust them and to care about them equally.
11. To treat them as individuals and to take an interest in their lives.
12. To see each day as a fresh start.
13. To ensure safeguarding concerns are passed to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead.

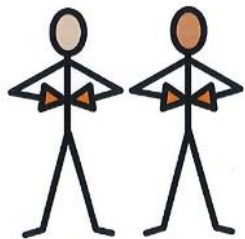




**We are kind.**



**We respect.**



**We work together.**

## 10 WAYS THAT PARENTS/CARERS CAN HELP

1. Read and support this policy. Let your child know the standard of behaviour you expect – and how hard you expect them to work.
2. Please do not tell your child to hit back at school. We are committed to showing them other ways of sorting out difficulties and arguments.
3. Make sure your child keeps the rules when they are with you in school or on an outing.
4. Help your child to be on time and to remember anything they need for school (P.E kit, swimming kit etc)
5. Check for and read the newsletter and other letters that come home from school so you can talk to your child about what is going on.
6. Make sure your child gets a good night's sleep on 'school nights'. It really helps concentration and good temper. Monitor TV watching and computer games, particularly for violence.
7. Talk with a member of staff if you are worried by anything your child tells you about school before it becomes a problem. Children need your confidence and understanding. Listen to your child. Trust your child .... But bear in mind that s/he may not give you the full story and may use emotive language ("he just beat me up").
8. Try not to react to every little upset so your child learns to get things in proportion and how to cope for themselves.
9. Be positive with your child and reward them for the good things they do at school.
10. Please do not expect to leave all the discipline to the school. We do not expect to leave it all to parents. Home and school need to work together to give children high standards and to let them know what is expected of them.

# SOLAR

	  <h2>Behaviour Profile</h2>	<p><b>Class</b>  <b>Profile completed by:</b>  <b>Date:</b></p>
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Social and emotional history of the child History of any behaviour, History of child, Changes in home life, Medication/Diagnosis:	
Effective rewards/reinforcers:	
Ineffective rewards:	
Possible triggers:	
Early warning signs:	

High risk?	behaviour-profiles description	Likely location/ time/ Frequency	Proactive strategies How you prevent the behaviour happening	Intervention Level 1	Intervention level 2	Recovery period